

## **Programme Specification [BA English and Drama]**

**Date of Publication to Students: September 2010**

**NOTE:** This specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes advantage of the learning opportunities that are provided. More detail on the specific learning outcomes, indicative content and the teaching, learning and assessment methods of each module can be found (1) at <http://www.bcu.ac.uk/pme/school-of-english>, (2) in the Module Specifications and (3) in the Student Handbook.

The accuracy of the information contained in this document is reviewed by the University and may be checked within independent review processes undertaken by the Quality Assurance Agency.

<b>Awarding Institution / Body:</b>	<b>Birmingham City University</b>
<b>Teaching Institution:</b>	<b>Birmingham City University</b>
<b>Interim Awards and Final Award:</b>	<b>CertHE, DipHE, BA, BA(Hons)</b>
<b>Programme Title:</b>	<b>BA English and Drama</b>
<b>Main fields of Study:</b>	<b>English</b>
<b>Modes of Study:</b>	<b>Full-time, Part-time</b>
<b>Language of Study:</b>	<b>English</b>
<b>UCAS Code:</b>	
<b>JACS Code:</b>	

### **Relevant subject benchmark statements and other external reference points used to inform programme outcomes:**

Benchmark statement for: English  
University Learning & Teaching Strategy  
University Award Descriptors  
Academic staff expertise and research

### **Aims of the programme**

**English** is a subject that combines passion and analysis, history and the contemporary, the word and the image, knowledge and self-discovery, the

creative and the critical, the social and the personal. The English suite of programmes enables students to become independent learners, with possible specialisms in literary and/or linguistic study, creative writing or drama. Intellectual curiosity is stimulated through a variety of teaching and learning strategies, especially although not exclusively underpinned by social constructivist principles.

The programme aims to provide learners with:

- 1 Critical and intellectual abilities through textual, literary/theoretical, contextual and performance analysis
- 2 An understanding of types of dramatic texts and their relationship to historical, political, social and theatrical conditions of production
- 3 An ability to analyse, appreciate and understand language, writing, performance, cultures and literary movements
- 4 A critical and historical understanding of the literary, cultural and theoretical considerations constructing English and Drama as cultural phenomena and objects of study
- 5 An ability to read, understand, analyse and critically evaluate texts, ideas and movements
- 6 An ability to communicate effectively, and to a high standard, in speech and writing, individually and in groups
- 7 Skills and abilities which will equip them for future careers
- 8 Independent and critical learning and research skills

**Intended learning outcomes and the means by which they are achieved and demonstrated:**

**Learning Outcomes<sup>1</sup>**

1. knowledge and understanding of a range of authors, texts and periods of dramatic and performance texts, together with the distinctive qualities of texts in different periods and genres, and an awareness of the role of critical methodology in shaping the understanding of theatre
2. the ability to undertake close reading of texts from a range of periods, while demonstrating sensitivity to generic conventions and circumstances of authorship, production and audience
3. the ability to deploy rhetorical skills of effective argument, both oral and written, including the command of a broad range of vocabulary and appropriate critical terminology, together with the ability to evaluate sources of information and opinion within the discipline
4. the ability to present work for assessment in a timely, professional and idiomatic manner, whatever the format, showing skills of data collection, differentiation and evaluation from a range of relevant sources

**Learning teaching, and assessment methods used**

All contact hours contain extensive opportunities for student engagement through

---

<sup>1</sup> Guidance on the specification of learning outcomes is available from the Centre for the Enhancement of Learning and Teaching.

structured discussion, practical activities, and demonstrations. Set texts and/or their critical treatments are invariably the focus for individual classes. Online facilities such as the University's VLE, Moodle, are used to support and diversify the learning experience.

A wide range of assessment methods is used, including coursework essays, group and individual presentations, seen and unseen examinations, reports, portfolios, essay plans, annotated bibliographies and creative work. Some use is made of formative assessments. Each method sets out to test skills of data collection, analysis and communication. All students are encouraged and have the opportunity to discuss their work with staff after it has been assessed.

Year 1 modules develop and test all the key competences required for success higher up the programme. In years 2 and 3 students are able to exercise some choice as to which assessment methods they choose, but presentations and essays remain the predominant form because of their ability to test a variety of complex intellectual and practical skills in a single format.

### **Programme structure and requirements, levels, modules, credits and awards**

**The structure of the course, the modules, levels and credit values, and the awards which can be gained are shown in the diagram below.**

#### **Level 4**

<b>Module number</b>	<b>Module name</b>	<b>Credit</b>
	Reading Literature: Prose	15
	Approaches to Reading: Criticism	15
	Studying Language	15
	Drama	15
	Reading Literature: Poetry	15
	Approaches to Reading: Contexts	15
	Describing Language	15
	Adaptation	15
	<b>Total</b>	<b>120</b>

**Award: Certificate in Higher Education**

#### **Level 5**

<b>Module number</b>	<b>Module name</b>	<b>Credit</b>
	Literature 1660-1830 (core)	30
	Early Modern Drama (core)	30
	Contemporary Theatre and Theory (core)	30

	Plus any additional 30-credit module	30
	<b>Total</b>	<b>240</b>

**Award: Diploma in Higher Education**

**Level 6**

<b>Module number</b>	<b>Module name</b>	<b>Credit</b>
	Literature 1880-Present (core)	30
	Drama Workshop (core)	30
	Drama Option	30
	Literature Option	30
	<b>Total</b>	<b>360</b>

**Award: BA Hons English and Drama**

**Support for Learning including Personal Development Planning (PDP)**

Students are encouraged to identify and, with guidance, to reflect on their own learning needs and are offered the following support as appropriate to meet those needs:

- A one week induction programme dealing with orientation and the dissemination of essential information
- Level 4 modules dealing with study skills , including library use, research skills, bibliography and referencing, essay writing, oral presentation and examination techniques
- A Student Handbook containing information relating to the University, the School of English, the course and the modules
- Access to administrative staff, a personal tutor to whom the student will be attached for the duration of the course as well as the Course Director and Head of School at reasonable times. All modules are supported by one hour tutorial support in addition to the usual lectures, seminars and workshops. All teaching staff post 3-4 hours per week when students can consult without prior appointment, but in addition are available at other times by appointment
- Access to the services of the Faculty Librarian who provides both induction programmes and later introduces students to the more sophisticated learning and research tools that the library provides
- Assistance and support for learning skills from the Academic Skills Centre
- A dedicated student room where students can meet and set up informal study groups
- Access to the University's online Personal Development Planning service.
- Access to the University's Student Services, including those offered by the careers service, financial advisers, medical centre, disability service, crèche, counselling service and chaplaincy.

### Criteria for admission

Candidates must satisfy the general admission requirements of the programme.

The current admission requirements can be found under the 'Entry Requirements' tab of the web page for this course.

### Methods for evaluation and enhancement of quality and standards including listening and responding to views of students

<b>Committees:</b>	<b>Mechanisms for review and evaluation:</b>	
Boards of Studies	Validation and revalidation of courses	
Examination Boards	Annual Course Monitoring	
Faculty Academic Quality Committee	Peer Appraisal of Teaching	
Faculty Learning & Teaching Committee	External Examiners' Reports	
Faculty Board	Student Feedback on learning	
Faculty Student Experience Committee	Staff Feedback on teaching	
	Annual Staff Individual Performance Review	